DOCUMENT RESUME

ED 154 932 PS 009 954

AUTHOR Morfield, Sheila
TITLE Non-Sexist Learning and Teaching with Young Children.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE 78
NOTE 54p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Art Activities; Group Activities; *Learning Activities; Music Activities; *Nondiscriminatory Education; Physical Activities; *Primary Education; Resource Materials; *Sex Discrimination; *Sex Role; *Sex Stereotypes; Teaching Guides

ABSTRACT

This brief teaching guide provides sex-fair activities for use in grades PS-3. Activities suggested cover five areas: (1) feelings (the need to be able to express feelings regardless of sex), (2) non-sexist behavior (encouraging children to behave according to their needs and desires rather than according to sex role expectations), (3) body movement (helping both boys and girls develop their physical capabilities and enjoy physical activities), (4) working (making children aware that work should not be related to sex), and (5) women in history (making children aware of the contributions of women). The kinds of activities suggested include group discussion, field study, puppetry, role playing, singing and reading books and magazines. The guide includes a 13-page annotated bibliography of non-sexist books, records and films for children, and a shorter annotated bibliography of non-sexist resources for teachers. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154932

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NON-SEXIST LEARNING AND TEACHING WITH YOUNG CHILDREN

PS009954

NON-SEXIST LEARNING AND TEACHING WITH YOUNG CHILDREN

Copyright © 1978 by Sheila Morfield

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sheila Morfield

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The work reported herein was made possible through monies from a federally funded grant, ESEA Title IV, Part C, 1976-1978.

Lesley College Graduate School, Cambridge, Mass. and the Cambridge Public Schools, Cambridge, Mass. collaborated in this work.

TABLE OF CONTENTS

I. Some Thoughts and Feelings 1

II. Activities

1)Feelings 2
2)Encouraging Non-Sexist Behavior 6
3)Body Movement..... 13
4)Working 16
5)Women in History..... 26

III. Annotated Bibliography of Non-Sexist books, Records, Films for Children 34

IV. Annotated Bibliography of Non-Sexist Resources for Teachers 47

This paper is intended to be a part of the struggle against sexism, racism, agism, and elitism.

Our work is for living, loving, working together. Sisters and brothers. This is what we did now. We are learning. We are changing.

Because I made the final decisions about this paper I take full responsibility for its contents and style.

Sheila Morfield

At various times throughout this work different people worked, loved, fought, made up, didn't make up yet, nourished, believed, trusted...

ALL THE CHILDREN
Dottie Bauer
Barbara Beatty
Beth Broderson
Margaret Carrol
Lou Celestino
Cynthia Cole
Regina Counter
Pat Curley
Jane Curto
Nancy Damon
Judith Dortz
Eve Doucette
Linda Fobes
June Fox
Donna Gorian
Helen Hollum
Karolina Illogen
Helene Kalson
Rita Klein
Madeleine Kolb
Bill Lannon
Bob Lederhos
Bob Lewis
Joe Loiacono
Mary Lou McGrath
Lee Miller
Sheila Morfield
Mary Murphy
Jack O'Keefe
Mary O'Reilly
Rose O'Rourke
Don Orton
Lenore Parker
Bill Perry
Richard Phelps
Wendy Postlethwaite
Lee Ripley
Joanne Ross
Tom Scruggs
Judy Siemen
Judy Sheldon
Peggy Silverio
Rom Skvarcius
Janet Stone
Bob Sutton
Sheila Tierney
John Tucker
Ann Tutundjian
Pegeen Valentine
Steve Weiss
Paul Wernick
Susan Williams
Alice Wolf
Richard Woodward
Henry Zybzinski

If your name should be here and is not forgive us.

SOME THOUGHTS AND FEELINGS

We feel that children absorb sex-role expectations by observing the roles of adults around them. Among other things such socialization forces limit young children's perceptions of the life choices open to them, reinforce myths of female inferiority, and undermine young boys' ability to express their feelings freely.

Teachers working against sexism in the primary grades may discover, as we did, that children already have deeply ingrained thoughts and feelings of male privilege and female inferiority.

This book provides sex-fair activities and materials we used in grades PS-3. This book is a result of work done all of our lives and of work done in the Peabody School in Cambridge Massachusetts and the Lesley Ellis School in Cambridge Massachusetts (a private Lesley College run school). The suggestions presented here are not intended to be rigid and inflexible, but are adaptable models from which you can expand and develop your own non-sexist curricula.

You will not find complete references to everything - e.g. we don't know where some of the songs we sang came from. The typing and writing have been left as is because it was a relief and pleasure to do a human piece of work.

FEELINGS

Feelings are important in living humanly. We all - boys, girls, men, women - need to be able to experience and express our feelings. Expressing feelings helps personal growth and interpersonal relationships. The teacher and children must create a relaxed and trusting atmosphere where each child's and teacher's feelings are accepted. There are no shoulds in feelings.

Being Happy

Everyone likes to be happy. One way to learn to express happy feelings is by sharing with one another things and people that make us feel happy (e.g., sunrise, snowfall, a drink of cold water on a hot summer day, friends). Happy feelings can also be expressed by smiling, laughing, stretching, skipping, etc. Express your happiness in a way that is comfortable and natural to you.

Being Loving and Caring

Some ideas for discussions: How our society expects and demands that girls and women be loving and caring. How boys and men are often not allowed to express their soft, gentle emotions and, in fact, are often taught that such feelings are "sissy". Explain that any type of feelings are natural to boys and girls but that we are taught to show them differently. Share with one another a special love or care for someone or something.

Being Sad

Some ideas for discussions: Is it all right for boys, men to cry? For girls, women? Why? Why not? How boys and men are often taught that crying is for girls and women. How this makes girls and boys and men and women feel and behave.

We found the song "Little Boys Can Cry Too" from the album Free To Be You and Me and the book Grown-Ups Cry Too by Nancy Hazan useful in learning to share feelings of sadness. Children can learn that they have the ability to feel and act sad naturally and freely without fear of peer group alienation and with good feelings about themselves.

Share with one another things and people that make us feel sad.

****

Round cardboard cutouts can be made for learning to experience and share feelings that make us feel uncomfortable or uneast. Faces that show feelings can be drawn on both sides of the cut-outs. The feelings shared in the cut-outs could be similar or different; e.g., a cardboard cut-out could have on one side a smiling face and on the other side a laughing face; a cardboard cut-out could have a laughing face on one side and a crying face on the other.

****

Role playing and playing with puppets (home-school-made or bought) are ways to share feelings that make us uncomfortable or uneasy. We can learn to show feelings we have seldom expressed before. Over time we can learn to experience and share these feelings without role playing and puppets.

While most children enjoy role playing activities, it is important to make provisions for children who are too shy or have some other reason for not participating; children should not be forced but should be given alternative activities to express their feelings.

Using a tape recorder and listening to ourselves can be fun.

****

Collages with pictures of people showing feelings can be a

way to express our own feelings. Collages can be made collectively or alone and can be shared or not, as people wish.

ENCOURAGING NON-SEXIST BEHAVIOR

Boys play with trains and trucks; girls play with dolls. Often men fix the household appliances; women use the household appliances. Young boys often won't touch dolls; however, teddy bears, a more sex fair toy, are sometimes more acceptable to them. These are some of the things we did to help the children learn to behave in ways that were more consonant with their true needs and desires rather than encouraging typical learned behavior.

****

Ask the children what comes to their minds when they hear the words boys, girls, men, women. When thinking of friends, what are some of the things they would discuss with a female friend rather than a male friend? What things would they do with a female friend? What with a male friend?

Some ideas for discussion: Why they have said some things when the friend is a boy and why other things come to mind when the friend is a girl? Point out that everyone, boys, girls, men and women, can do the same things but somehow we learn to feel that we can't, because maintenance of sex role traditions is sometimes easier than change and maintenance of sex role traditions benefits some people. Point out the differences between the way things are and the way they can be. Do not make accusations, e.g., men want women to be in

subordinate positions, but emphasize how parents, teachers, etc., were taught to think of men and women as superior/inferior and therefore teach their children the same thing, and that we all must change or thinking, feeling and doing. Give examples such as girls who trade baseball cards and fix cars, and boys who take care of younger children and do the dishes.

Do the lists for boys and girls change when the words become men and women?

Why do you think certain characteristics, behaviors, roles, feelings are assigned to boys and men, girls and women?

****

I want to be a girl because...

I want to be a boy because...

I do not want to be a boy because...

I do not want to be a girl because...

Children can finish these sentences and share them with one another.

****

Everyone can bring in necklaces- coins, and other sexist objects. We found that even when the man teacher put on a necklace the boys did so to, but removed them very quickly.

Some ideas for discussion: Do boys want coins instead of necklaces? Why? Do girls want necklaces? Why?

You may want to have a discussion about adult females' willingness to assume traditional male roles and behaviors (jobs, clothes) whereas men seem less likely to assume traditional female roles (staying home with children, sewing). Ask if they know of any people who have switched traditional roles.

****

Even very young children can make the connection between how we speak and how we feel, think, and behave. Discuss the assumption in some words. Use "fireman" as an example. Are all people who put out fires men? Is there an assumption in the word "fireman" that states that the person who drives the fire truck should be a man? How does this make girls feel? Is there a better word we can use that will include women instead of leaving them out?

Is there an assumption in this sentence: "Each student has his own desk." Discuss alternatives (his or hers, a their). What is the assumption in this sentence: "The secretary who typed this letter did a good job. Who is she?"

Ask the children to suggest sex fair alternatives to the following words:

Mailman (letter carrier, mail carrier, mail person)

Salesman (Sales representative, clerk, salesperson)

Statesman (leader, public servant, statesperson)

Chairman (Chair, head, leader, coordinator, moderator, chairperson)

Cameraman (Camera operator)

Manmade (artificial, synthetic, manufactured, constructed, of human origin)

Manpower (human power, human energy, workers, workforce)

Suppose a man drives at 50 miles an hour for ten miles- or other arithmetic example - (if a driver, person drives)

Mankind (Humanity, human beings, human race, people, peoplekind)

Brotherhood (brotherhood and sisterhood,people, peoplekind)

****

You might want to show the slide show "Dick and Jane as Victims." (See bibliography for ordering information or check with you local N.O.W. chapter.) An audio tape accompanies the lides; However, we found that it was better to talk ourselves as the slides were on the wall, screen. Everyone can discuss

the slide show during and after it. The children and the teacher can take out their own books and compare them with the pictures in the slide show.

Some ideas for discussion: Share with one another thoughts and feelings about what we see in the slides and in books. Is there anything that's related to the word lists about boys, girls, men, women or the "I want to be a girl because" papers? What changes would we make in the slides and in the books? How can we start making these changes now? Should the girls be shown in more active roles? Should the boys be shown in more nuturing roles? You might want to develop your own sex-fair stories.

****

A discussion about sexism in the media can raise the issues of how we learn to behave, think, and feel from T.V., magazines, movies, etc. You might want to watch your favorite T.V. programs, look at magazine pictures, or go to the movies. Some ideas for discussion: The ways boys, girls, men and women are shown. Sexism in the media and its relationship to our own lives.

****

You might want to look at a variety of books for discussion and evaluation-sexist trade books, sex-fair trade books, textbooks, etc. You can rate how fairly each sex is treated in the book. For example, is it okay to show a girl hammering a nail?

****

Pictures from magazines can be used to make collages. Some ideas for discussion: How the boys, girls, men, women are shown in the pictures and collages. Would we like to be doing these things? Why? Why not? Do we feel limited? Would we like to be doing other things than the pictures show? What?

****

A song we made up with some second graders. We don't have a tune for this

BOYS ARE, GIRLS ARE

Girls are sometimes like boys
Boys are sometimes like girls
Together we live and play
Together we live and play
Girls play baseball and kickball
Boys play kickball and baseball
Together we live and play
Together we live and play.

Sometimes you look like your mother

Sometimes you look like your father

Sometimes we look like each other

Together we live...and...play.

****

BODY MOVEMENT

Girls can run.

Not as good as boys.

Why not?

Because they're not as strong as boys.

Such dialogue is commonplace in our society- in playgrounds, schools, camps, etc. Many atheletic events and programs are segregated by sex, with the rationale that boys are stronger than girls. Some progress has been made, however, girls are still- for the most part- either observers or emotional cheerleaders for boys who are active participants in atheletic events. And many boys suffer because they feel they must like and excel at physical activities. The following activities are not designed to develop and perpetuate competitive spirit, but to help both boys and girls develop their physical capabilities, enjoy physical activities, and to help children see that some girls are stronger than some boys, and some boys are stronger than some girls. These activities are meant to be fun and sharing games.

****

You can set up dash runs by having boys and girls line up and run a pre-determined distance-e.g., 30,40,50 feet, yards. One child can be the time keeper, another be the starter while

the children run. These roles can be alternated continuously.

****

You can organize relay races. The children can pick their own teams, set their own courses, keep their own time, etc. You can develop different relay team combinations: boy teams-girl teams; boy-girl teams - girl-boy teams, etc.

****

The standing broadjump and the running broadjump are two jumping exercises that you can use inside or outside. The children can set up a broadjump course - i.e., a line to jump from and markers that measure the distance jumped. The markers may be set off by feet, yards, meters, or tiles - whatever suits the children.

****

Although jump rope is a favorite traditional game and exercise for girls, boys can jump rope too. You might want to tell the children that boxers traditionally jump tope as part of their training. Individual jump ropes are easily made and it is nice if they are plentiful. Children can jump with individual ropes, forward and backward. Also a longer rope can be swung at the ends by two children while another jumps in the middle, again, jumping forward

and backward by alternating the direction of the rope swing.

****

Bean bags, whiffle balls, yarn balls, etc. can be useful in helping both girls and boys learn to throw. Children can mark off distances to measure the length of the throws. You can add to these indoor exercises with baseball, basketball, and football throwing exercises in the gym or on the playground.

****

The tug-o'-war is an excellent exercise for evaluating and developing strength. Children can divide into groups - e.g. four boys and four girls - per group. Each group can pair off into teams for the tug-o'-war match. The children can continuously use different combinations - one girl and three boys - three girls and one boy ; two boys and girls - two boys and girls; all boys - all girls, etc.

****

You might want to share with one another various playground games - e.g., dodgeball, kickball, basketball, street hockey. After the games you might want to talk about what happened and how people felt.

****

WORKING

Even in pre-school or kindergarten age children we found that many children already sense that some work is closed to them because of sex. The following suggestions are to help make children aware that work should not be related to sex - a girl can become a physician or a construction worker and a boy can become a nurse or a librarian.

****

Some materials we found useful in opening work up to children are: Girls Can Be Anything by Norma Klein and The Dragon and the Doctor by Barbara Danish.

People in non-traditional jobs are depicted in a series of 24 pictures called People at Work. These photos are sex-fair and multi-ethnic. They are available at McGraw-Hill.

Our Helpers, available from Milton Bradley, consists of twelve male and female character cutouts assuming both traditional and non-traditional jobs.

Women at Work, a photographic documentary by Betty Nedsger shows women in both traditional and non-traditional jobs.

****

You might want to have children draw pictures of their favorite community workers or people they would like to be when they grow up. The children might want to share pictures with each other.

****

You might want to create a mural showing community workers, with men and women in traditional and non-traditional roles.

****

You could take a walk in the community. You can also go to the post-office, fire station, hospital, drug store, supermarket, etc. People can look for men and woman in traditional and non-traditional jobs.

****

We invited people who have non-traditional jobs in to share with us about their jobs. These friends brought with them the instruments they use at work and dressed as they dress for work. We had several workers visit at one time; the children circulated from worker to worker.

****

Whoever wants to can bring in all kinds of job-related props (e.g., hammer, eraser, stethescope, football, badge, brush, hats).

The children can explore the things in the box, take what they want, pantomime a worker or a short scene, etc.

****

Role playing is also an activity that can be fun and meaningful for the children. We found some role playing situations that let children experience how it feels to be excluded on the basis of sex - sad and fun. We also used these situations to allow the children to experience reversals of traditional roles. We made these up:

A pilot and flight attendants are preparing an airplane trip to California for the rest of the children, who are passengers at the airport boarding the plane. (Everyone reverses roles).

A physician and nurse working in a hospital treat other children acting as patients. (Reverse roles everybody).

Some questions we discussed: The processes the children used for choosing their jobs. How each child felt as the worker she/he played? Why? How the passengers and patients reacted and felt about each child in their role? Why?

Pretend the boys in the second grade are having a game of kickball in Sam's backyard. Alice and Ann come along and ask to play. (Reverse roles).

This situation reverses the discomfort above. Louise, Susan, and Linda are making cookies at Susan's house. Joe and Jim come over and say, "Wow! Can we bake cookies?" (Reverse roles).

Some issues we discussed: How the excluded people felt in each situation. How the children felt who did the excluding. Why? Had this ever happened to them in real life? How did they feel in real life? How did they feel while doing this role playing? Why? Is there another way to handle this kind of situation?

"It is your birthday and you'd like a doll (to a boy) or a truck (to a girl).Your cousin asks you what you want for your birthday. You say you'd like a doll (truck). Your cousin says dolls are for girls, boys don't play with dolls - or, trucks are for boys, girls don't play with trucks. How do you convince your cousin that you really want a doll/truck and that it is all right?" (Reverse roles).

You might want to make body puppets. You can use heavy cardboard cut to the height of each child. Face and hand holes can be cut out. The children can paint or draw the worker they would like to be when they grow up on their cardboard. When the children put their faces into the face hole, they can talk and make up plays. Children might want to exchange body puppets in order to see what it's like different worker roles, identities and jobs. Some questions children we worked with asked each other: "What kind of problems do you have with your job?" "How many other men/women have jobs like yours?"

****

Children can make head or hand puppets out of large brown paper bags by cutting out holes for eyes, nose, etc. and draw or paint on them their job choices. After a community of puppets has been made, the children could stage their own play and/or use prepared scripts. You might want to tape this. Some things we discussed: Were the jobs chosen traditional or non-traditional for their sex? Did we like our jobs? Why? Were we teased or praised by anyone for having our job? Was anything about the job scary? Why? Does anyone in our family have that job or a similar one? Do we know anyone else who has that job or a similar one? A script for a puppet show is included at the end of this section.

****

A Puppet Script

WHAT DO I WANT TO BE?

Cast of Characters

A GREEN FROG

TWO HEAD OR HAND PAPER BAG PUPPETS

The setting is a playground. Green frog appears, speaks to the children.

GREEN FROG

Hello, my name is Green Feog. I bet you've never seen a talking green frog before. (Waits for pupil response.) You have seen a talking green frog before? Wow! Well, have you ever seen a talking paper bag? (Waits for pupil response.) The PAPER BAG PUPPETS appear.

PUPPETS

(Together). Hi, Green Frog!

GREEN FROG

Well, hi! I'm glad that you could come to visit us today.

PUPPETS

(Together) We've been practicing our parts.

GREEN FROG

Aw. You've ruined it. The play was a surprise. (To children) Would you like to see a play? (Waits for response.) Get ready. PUPPETS disappear. Our play takes place in a town, in a schoolyard very much like yours. GREEN FROG disappears.

PUPPET # 1

(Enters whistling.) I wonder what I can be today? Maybe I can be a horseback rider! (Pretends to ride a horse.)

PUPPET # 2

(Enters. Watches PUPPET # 1.) Hey, what are you doing?

PUPPET # 1

Can't you see I'm a horseback rider? You want to be a horseback rider too?

PUPPET # 2

Nah, I don't want to be a horseback rider.

PUPPET # 1

Why not?

PUPPET #2

I don't know.

PUPPET #1

Well, if you don't want to be a horseback rider, what do you want to be?

PUPPET # 2

(Thinks.) I want to be a gymnast. (Both PUPPETS run about the stage until they are exhausted.)

PUPPETS

(Together.) Whew!

PUPPET # 1

I'm tired. What else can we be? (Both think.)

PUPPET # 2

I know, let's be pilots.

PUPPET # 1

That's a great idea. (To children.) Can everyone help me with the take off? (PUPPET # 2 makes ready for take off while PUPPET # 1 leads.

(Everyone makes noise as PUPPET # 2 flies around.)

PUPPET # 1

Wow, that was great!

PUPPET # 2

(A bit airsick.) Yeah but I'd like to stay on earth. (Pause as PUPPETS rest.)

PUPPET # 2

What else can we be? (Both think.)

PUPPET # 1

I've got an idea. If we name as many things as we can, then we can choose what we want to be.

PUPPETS

(List ideas, alternating.) A nurse...a plumber... a photographer... a musician... a farmer. (Pause.)

PUPPER # 2

I'm stuck. (To children.) Maybe you could help us out.

PUPPET # 1

Tell us what you would like to be.

Children give suggestions. GREEN FROG reappears.

GREEN FROG

These are great suggestions. Let's use them to make our own puppet show. Now let's say goodbye to our friends. (PUPPETS # 1 and 2 leave.)

****

A song

IN OUR TOWN

(Sung to the tune of Old MacDonald Had a Farm; everyone can add their own verses and jobs.

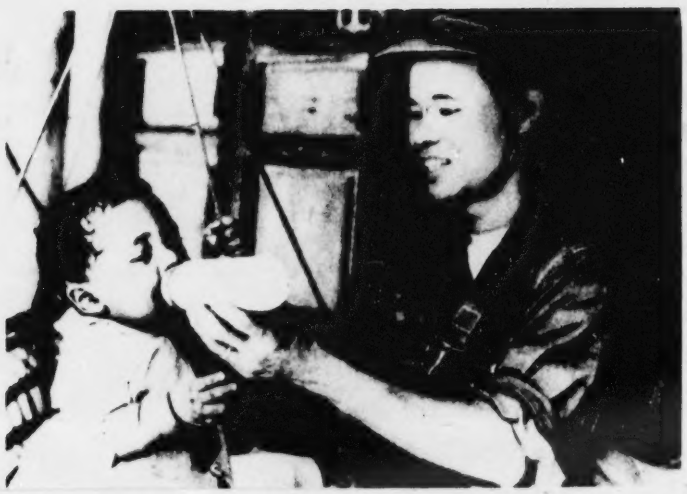
In our town are lots of people
e-i-e-i-o
And they each have different jobs
e-i-e-i-o
There's a plumber here and a teacher there
And a scientist here and a mother there
In our town are lots of people
e-i-e-i-o

In our town are lots of doctors
e-i-e-i-o
And they help us to stay well
e-i-e-i-o
There are women doctors here, there are men doctors there

In our town and everywhere

In our town are lots of doctors

e-i-e-i-o



WOMEN IN HISTORY

Women have made important contributions to the history of this country and to the world. Women and girls in the past and present play roles that we often think of as male only. As a new children's literature emerges, more women's history will be included for young readers. In the meantime, teachers must often create their own materials.

A brief biography of each of the women mentioned in the following activities can be found at the end of this section.

****

Some materials we found useful in learning about women's history are:

Posters of Amelia Earhart, Elizabeth Cady Stanton, and many others (can be purchased in bookstores and women's centers).

Firegirl by Gibson Rich

Life Magazine, Special Report. Remarkable Women. 1776-1976. New York: Time, Inc., 1976, (devoted to photographs and brief histories of many women).

****

We hung a large piece of paper in several rooms and whenever the children thought of a woman they wanted to know more about they added her name to the list. This list could be used as a starting point for research into the lives of women.

****

You might want to dramatize the achievements of women. We created a mountain with blocks, tables, desks, chairs, etc., and had the children be mountain climbers like Annie Peck Smith. The children also flew around the room pretending to be Amelia Earhart.

****

You can make a puppet play to go with the history of women in the past and present. Tape recorders might be nice here.

****

Children can act out the role of a woman while others guess who she is and describe what she is doing. When the person has been guessed, she can talk about how it feels to be e.g. Mary McLeod Bethune.

****

A large box can make a time machine. Someone could be Nelly Bly who takes a trip back in time and meets Sarah Winnemucca,

Grandma Moses, Harriet Tubman, etc. while other children pretend to be these people. What do these women say about themselves? The world they live in?

****

Children might want to become one of the women they have been studying and/or reading about. A child or a teacher can actually become e.g., Babe Zaharias. You could dress like her, write some dialogue as she would talk, and then, perhaps through the use once again of a time machine, put on a play, with people having written their own parts, as each takes on the role of the specific woman they chose. Again, you might want to use a tape recorder.

****

You might want to use the brief women's histories at the end of this section to form the basis for your own women's history books. We did this several different ways. With the history of each woman written on a piece of paper the children colored pictures of the women and also drew their own pictures. We also wrote the women's histories together, a paragraph for each, on several pages which eventually became a book of women's history. In one class they discussed the woman of the day.

****

You might want to do your own research and writing about other women or add to the histories provided here. Oral history obtained from elders might be good here.

****

You could write a play together, with people taking the part of one or more of the women learned about in women's history and play the role of these women.

****

Annie Smith Peck was a mountain climber. She climbed one of the biggest mountains in the world. When she got to the top, she put up a sign that said "Vote for Women." Annie was a suffragist. This is a person who thought that women should be allowed to vote. She was also a teacher.

Elizabeth Cady Stanton and Susan B. Anthony were leaders in the Women's Rights Movement. They worked for 50 years to win the right to vote for women. At that time only men could vote. Because of the hard work that these two women and other women like them did women can now vote.

Maria Mitchell was an astronomer. In 1947 she spied a new comet. She was one of a very few women astronomers in her day.

Harriet Tubman was a black woman who lived during the Civil War. She escaped from slavery and then helped more slaves escape.

Babe Ditrikson Zaharias was an athlete. In 1932 she won two gold medals in the Olympics. She played many games. Her favorite sport was golf.

Nellie Bly was a newspaper reporter. She was a daring woman who travelled around the world in 72 days.

Amelia Earhart was the first woman to pilot an airplane across the ocean.

Grandma Moses became a painter when she was 78 years old. She had been a farmer all her life. She is a wonderful painter.

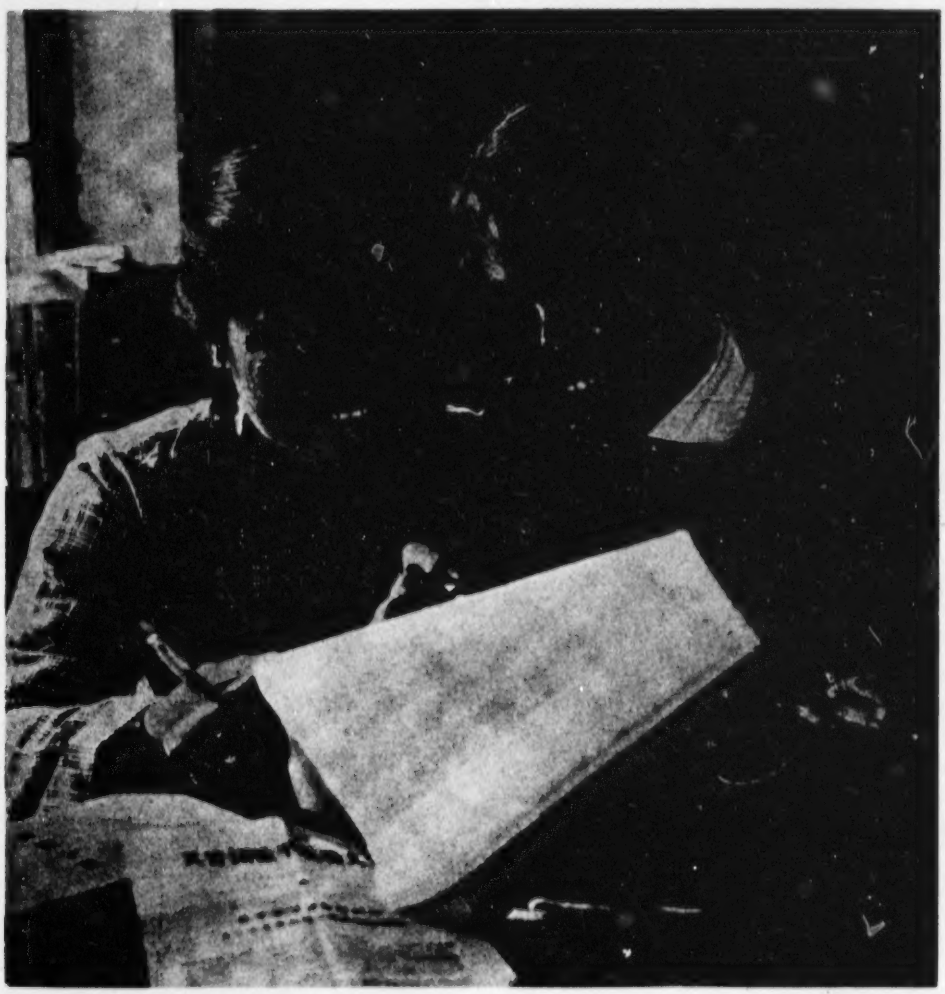
Sarah Winnemucca was a native American woman. She asked the President of the United States to give their land back to the native Americans to let them live the way they wanted. The President broke his promise to Sarah.

Billie Jean King is a famous tennis player. She has won alot of games in tennis.

Mary McLeod Bethune opened a school for black girls in 1904 in Florida. She had only $1.50 so the children had to use charcoal for pencils and crushed berries for ink. Her school became a college for women and men and is now called Bethune-Cookman College.

Catherine Beecher tried to make people see that women had a right to go to college to become teachers. She travelled to many places to talk to people and wrote many books.

Joan Ganz Cooney has helped many girls and boys to learn the alphabet and how to count. She made the T.V. shows "Sesame Street" and "Electric Company". Can you name some of the characters on these shows? They are Grover, Kermit the Frog, and Cookie Monster.



A song

CLAP YOUR HANDS

or

AROUND THE WORLD WITH NELLIE BLY

(Accompany song with gestures.)

Clap your hands, All the way to Boston (or any town, state or country)
Clap your hands, All the way to Boston
Clap your hands, All the way to Boston
Ear-ly in the morning.

Who will we see, On our way to Boston
Who will we see, On our way to Boston
Who will we see, On our way to Boston
Ear-ly in the morning.

Nelly Bly, she's on her way to Boston
Been 'round the world, and she's on her way to Boston
We'll go with her now, on her way to Boston
Ear-ly in the morning.
Annie Smith Peck, she's on her way to Boston
Climbing up mountains, on her way to Boston
Climbing down again, she's on her way to Boston
Ear-ly in the morning.

Come with me, we're on our way to Boston

Who will we see, on our way to Boston

Friends we will be, on our way to Boston

Ear-ly in the morning.

SOJOURNER TRUTH

"That man over there say that a woman needs to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helped me into carriages, or over mud puddles, or gives me a best place ...
And ain't I a women? Look at me. Look at my arm! I have plowed and planted and gathered into barns, and no man could head me...
And ain't I a women? I could as much and eat as much as a man when I could get it, and bear the lash as well...
And ain't I a woman? I have borned thirteen children and seen them most all sold off into slavery. And when I cried out with a mother's grief, none but Jesus heard...
And ain't I a woman?"

.Sojurner Truth: Speech before the Woman's Rights Convention at Akron, Ohio in 1851.

ANNOTATED BIBLIOGRAPHY OF NON-SEXIST BOOKS,
RECORDS, FILMS FOR CHILDREN

* Acorns and Stew, Ruth Orback. Cleveland: Collins-World, 1975. $5.95H Grade 2.

A very resourceful Lenore thinks of a way to keep befriended ducks from flying South for the winter; she builds "duck houses and ably provides for them.

\+ All Kinds of Mothers, Cecily Brownstone. New York: McKay, 1969. $2.95H Gr. PS-1.

Whatever mothers do, love is what holds families together.

\+* Amy and the Cloud Basket, Ellen Pratt. Chapel Hill, N.C.: Lollipop Power, 1975. $2.00 Gr. 3.

Amy, proves that woman can do the work that men can do. Good multiracial illustrations.

* Apple Pigs, Ruth Orback. Cleveland: Collins-World, 1976. $5.95H Gr. 1-2.

Story in rhyme of a little girl who revives a withered apple tree and grows more apples than her family can use.

Best Friends for Frances, Russel Hoban. New York: Harper and Row, 1969. $3.95 H Gr. PS-1.

When a female badger and a male badger become friends, she persuades him that basketball games excluding females are not acceptable.

Betsy's First Day at Nursery School, Gunilla Wolde. New York: Random House, 1976. $1.95 Gr. PS-K.

Betsy doesn't think nursery school is going to be very much fun, until she meets a friend and has a good time. Shows male teacher.

---

* Denotes suitability for Grade PS-3.
\+ Denotes a multi-racial book.
\+\+ Books in Spanish.

Betsy and the Chicken Pox, Gunilla Wolde. New York: Random House, 1976. $1.95 Gr. PS-K.

Seeing the tender care her father gives her younger brother, Betsy pretends to get the chicken pox.

+ Black is Brown is Tan, Arnold Adoff. New York: Harper and Row, 1973. 32 pp. $4.95 H Gr. PS-1.

This story about a multi-racial family that shares equally all household responsibilities is told in rhyme.

* But Names Will Never Hurt Me, Bernard Waber. Boston: Houghton Mifflin, 1976. 32 pp. $6.95 Gr. 1-3.

This is a story about a little girl whose first days at school are made miserable by classmates who taunt her about her name, "Alison Wonderland". Reassured of her worth by a loving mother, Alison grows up to be a veterinarian. This book has healthy images of active, athletic little girls.

* Carlotta and the Scientist, Patricia Riley Lenthall. Chapel Hill, N.C.: Lollipop Power, 1973, 46 pp. $2.00 Gr. 3.

En route to hunt for fish, Carlotta, a mother penguin, helps an injured scientist return to her station, and has quite an adventure.

The Clever Princess, Ann Tompert. Chapel Hill, N.C.: Lollipop Power, 1977, 39 pp. $2.00 Gr. 3.

In this excellent story, the princess refuses to marry; instead she passes a difficult series of tests designed to prove that she is not fit to rule because she is female.

Colleen the Question Girl, Arlie Russell Hochschild. Old Westbury, N.Y.: Feminist Press, 1974. $2.50 Gr. 2-3.

Exciting things begin to happen because Colleen asks so many questions. Colleen's questions are difficult for many adults to answer because she raises questions about a range of inquities and social problems, but then the adults catch on and begin to question, too.

Crow Boy, by Taro Yashima, N.Y.: Viking Press, 1955. K-2.

An excellent picture book that shows a young boy's feelings.

* Dandelion, Don Freeman. New York: Puffin, 1976. $1.25 Gr. K-3.

When a lion gets "dolled up", his friends do not recognize him. A rainstorm washes out his curls, and he is able to join his friends as himself.

Did You Ever?, Paula Goldsmid. Old Westbury, N.Y.: Lollipop Power, 1971. 30 pp. $1.75 Gr. PS-K.

Children try many things they can be in nursery rhyme form.

* A Dinosaur is Too Big, Elizabeth Bram, New York: Greenwillow Books, 1977. $4.95 Gr. 2-3.

In this story about balancing desires and practicality, a little girl looks for a BIG pet. Everything is too small except a dinosaur. Then she discovers many practical problems, and decides she would like a cat.

* The Dragon and the Doctor, Barbara Danish. Old Westbury, N.Y.: Feminist Press, 1971. $1.50 Gr. 2.

A dragon's tail is fixed by a woman who is a doctor and her brother who is the nurse.

Elizabeth Catches a Fish, Jane Resh Thomas. New York: Seabury Press, 1977, 32 pp. $6.95 Gr. 3.

Elizabeth goes fishing with her father to try out her new fishing rod and tackle box. Elizabeth runs the boat and stays out in the rain until she catches a large bass.

+ Everyboy's a Winner, A Kid's Guide to New Sports and Fitness, Tom Schneider. Boston: Little, Brown, 1976. $3.95 Gr. 3 and up.

This book encourages new, non-competitive attitudes toward games. It features new games and new ways to play old ones.

* The Everyday Train, Amy Ehrlick. New York: Dial Press, 1977. $4.95 Gr. 2-3.

Jane loves the train that passes outside her house. Each day, she interrupts many of her varied adventures to race to see the train. This book portrays a very nice relationship between a mother and daughter.

Firegirl, Gibson Rich. Old Westbury, N.Y.: Feminist Press, 1972. $3.25 Gr. 2-3.

Brenda is determined to be a firefighter. The fire chief initially scoffs Brends's application to join the fire department. After Brenda saves a rabbit on a dangerous rescue mission, the chief changes his mind.

Girls Can Be Anything, Norma Klein. New York: E.P. Dutton, 1973. $1.95 Gr. PS-1.

Women are shown in a variety of

* Grownups Cry Too, Nancy Hazen. Chapel Hill, N.C.: Lollipop Power, 1973 $1.75 Gr. K-3

An excellent book dealing with emotions such as crying and feeling sad. It shows men, women and children crying about sad things that happen to them.

He Bear, She Bear, Stan and Jan Berenstein. New Yord: Random House, 1974 $2.95 PS.

A Dr. Seuss book in rhyme for new readers about a variety of jobs available to them whether they willbe men or women.

+ I am Here/ Yo Esta Aqui Rose Blue. New York: Franklin Watts, 1971. $3.95 K-2.

The first day of kindergarden is difficult for a Spanish speaking girl from Puerto Rico who hears a language very strange to her. The bi-lingual teacher helps children share cultures; each child says, "I am here", in the language they know best. A few Spanish words are in the text.

+ I Love Gram, Ruth Sonneborn. New York: Viking 1971.

When the grandmother in this family goes to the hospital, Sallie worries that her grandmother will not live. Both the mother and grandmother in this family work and are heads of households.

I'm Like Me, Siv Widerburg. Old Westbury, N.Y.: Feminist Press, 1973. $2.75 Gr. 3.

This collection of poems for children who want to grow up equal deals with many of the issues of real concern to children.

* Ira Sleeps Over, Bernard Waber. Boston: Houghton, Mifflin, 1972. $1.25 Gr. K-3.

When Ira spends the night at a friend's house for the first time, he has to decide whether or not to bring his teddy bear.

* Jellybeans for Breakfast, Miriam Young. New York: Parents Magazine Press, 1968. Gr. K-2.

Two little girls fantisize about future adventures, including a trip to the moon.

* Jo, Flo and Yolanda, Carol de Poix. Chapel Hill, N.C.: Lollipop Power, 1973. 32 pp. $1.75 K-2.

This story shows that although triplets look alike, they are very different people with different dreams.

Joshua's Day, Sandra Surowecki. Chapel Hill, N.C.: Lollipop Power, 1972. Gr. PS-1.

In this story about a single parent household, Joshua's day begins when his mother who works as a photographer takes him to a day-care center.

Just Momma and Me, Christine Engle Eber. Chapel Hill, N.C.: Lollipop Power, 1975. 37 pp. $2.00 K-1.

A single woman and her adopted daughter, Regina, share much love and many activities together. Now Regina must learn to share their lives sith friend Karl and an expected baby. This is an excellent and honest story about reluctance to admit new friends into a close relationship.

* Just Think!, Joan Blos and Betty Miles. New York: Knopf, 1971. $5.39 Library binding. Gr. PS-3.

Working mothers in a variety of jobs, close relationships between bathers and children and a well-functioning day care center are among the things children can "just think" about in this book.

Katy and the Big Snow, Virginia Lee Burton. Boston: Houghton Mifflin, 1943. $.95P Gr. PS.

Only Katy the tractor can rescue the city from the big snow.

* The Lost Bellybutton, Margaut Morganroth Gullette. Chapel Hill, N.C.: Lollipop Power, 1976. $1.75 Gr. 2-3.

Coppelia tells of her adventures while looking for her lost bellybutton.

* Madeline, Ludwig Bemelmans. New York: Puffin, 1976. $1.75 Gr. 2.

Madeline has her appendix removed, and many other things result in this children's story.

* Madeline's Rescue, Ludwig Bemelmans. New York: Puffin, 1976. $1.50 Gr.3.

Madelime turns her boarding school upside down to find a lost dog.

* The Magic Hat, Kim Westsmith Chapman. Chapel Hill, N.C.: Lollipop Power, 1973. $2.00 46 pp. Gr. 1-3.

This is a wonderful, fanciful story about the absurdity of the designation of "boy's toys" and "girl's toys". After hearing about how this all came to be, Polly magically eliminates the divisions, and all the children are much happier.

The Man Who Didn't Wash His Dishes, Phyllis Krassilovsky. New York: Doubleday, 1950. $3.50H Gr. 1-2.

A man learns the necessity of doing dishes as they literally pile up around him.

* Martin's Father, Margret Eichler. Chapel Hill, N.C.: Lollipop Power, 1971. 28 pp. $1.75P Gr. 1-3.

Martin and his father share joys and household responsibilities together. This is a story about a single parent household.

* Mary Jo's Grandmother, Janice May Udry. Chicago: Albert Whitman, 1972. $4.50 Gr. K-3.

A young girl courageously faces a crisis in her grandmother's life.

Maybelle the Cable Car, Virginia Lee Burton. Boston: Houghton Mifflin, 1952. $4.23 Gr. PS.

Big Bill, a gasoline bus, can not match the performance of Maybelle and the other cable cars on the San Fransisco hills.

* Mommies at Work, Eve Merriam. New York: Holt, Rinehart and Winston, 1972. $1.65P Gr. K-2.

All kinds of mommies do all dinds of jobs. Women are shown as architects, assembly line workers, ariport traffic controllers, train conductors, television directors, and at many other tasks.

++* My Mother the Mail Carrier/ Mi Mama La Cartera, Inez Maury. Old Westbury, N.Y.: Feminist Press, 1976. $3.50 P Gr. 2.

This Spanish language reader (English and Spanish or Spanish only) is an excellent story about a daughter who is thrilled with her mother's job. This story is a fine portrait of a very workable single parent household, and airs the issue of women's anger when told that certain jobs are not suitable.

+ New Life, New Room, June Jordan. New York: Thomas Y. Crowell, 1975. $6.50 Gr. 3.

A young girl must give up her room as the family prepares for a new baby.

Nothing But a Dog, Bobbi Katz. Old Westbury, N.Y.: Feminist Press, 1972. $.50P Gr. 2.

Although she has many adventurous things to do, once a young girl begins to long for a dog, there is no real cure -- except a dog.

* Operator Number 9, Jeffrey Allen. Boston: Little, Brown, 1975. $5.95 Gr. 2-3.

Story of a town's recognition of the talents and skills of operator number 9.

Penelope and the Earth, Shirley Boccaccio. Joyful World Press, 1971. $2.95 Gr. 3.

Penelope is an adventuresome pilot who tries to save wildlife from destruction. The story has marvelows illustrations and is written in sophisticated rhyme. A glossary is included.

Penelope Goes to the Farmer's Market, Shirley Boccaccio. Joyful World Press.

In this story Penelope and her friends run out of food and money. But Penelope is resourceful; she goes to the market to try to exchange a trip in the sky for food.

Play With Me, Marie Hall. New York: Puffin, 1976. $1.25P Gr. PS

A small girl meets nice animals in the friendly forest.

Rain, Rain Rivers, Uri Shulevitz. New York: Farrar, Straus and Giroux, 1969. $4.95H Gr. K-3.

A little girl travels in her imagination in a rainstorm as she plays in the puddles.

The Sheep Book, Carmen Goodyear. Chapel Hill, N.C.: Lollipop Power, 1972. 24 pp. $1.75 Gr. PS-2.

This lovely story shows the entire process of home production of yarn. T farmer tends her sheep, shears them, spins yarn from the wool, and then knits a sweater.

Snow, Philip Eastman and Roy Mckie. New York: Random House, 1962. $2.95 Gr. 1.

Two little girls play in the snow.

+ Sunflowers for Tina, Anne Norris Baldwin. New York: Scholastic Book Services, 1973. $.95 Gr. PS-1.

Tina is a young girl who desperately wants a garden. After an unsuccessful attempt to cultivate one, her brother shows her sunflowers. She in turn becomes a sunflower for her aged gramdmother.

The Squire's Bride, P.C. Asbjornsen. Atheneum, 1975. $5.95. Gr. 3.

Based on a Norwegian folk tale, this is a story of a young woman who outwits the man determined to marry her.

The Story of Ferdinand, Munro Leaf. New York: Viking, 1936. $.95 Gr. K-2.

This is a children's story about a gentle bull who would rather smell the flowers then fight.

The Temper Tantrum Book, Edna Vincent Mitchell. New York: Viking, 1969. $.95P Gr. K-2.

Elizabeth the Elephant and Lionel the Lion show that the anger and frustration of children is shared by both sexes.

* The Terrible Thing That Happened At Our House, Marge Blaine. New York: Parents Magazine Press, 1975. $5.50. Gr. 2-3.

A little girl learns to adjust to household changes when her mother goes to work.

Thee, Hannah, Marguerite De Angeli. New York: Doubleday, 1940. $5.95. Gr. 3.

This story is about a young Quaker girl who lives in a house on the Underground Railroad during the Civil War.

Tommy Goes to the Doctor, Gunilla Wolde. Boston: Houghton Mifflin, 1972. $1.25 Gr. PS.

Tommy is intrigued with his doctor's instruments; he repeats her examination on his teddy bear.

* A Train for Jane, Norma Klein. Old Westbury, N.Y.: Feminist Press, 1974. $3.50 Gr. 3.

Traditional gifts for girls are suggested in rhyme to Jane, but she wants only a train for Christmas.

* Two Piano Tuners, M.B. Goffstein. New York: Farrar, Straus & Giroux, $3.50.

Debbie admires her grandfather, the piano-tuner, so much that she becomes his apprentice.

* What Can She Be? An Architect, Gloria Goldreich and Esther Goldreich. West Caldwell, N.J.: Lothrop, Lee, & Shepard, 1974. $4.95 Gr. K-5.

* What Can She Be? A Lawyer, Gloria and Esther Goldreich. West Caldwell, N.J.: Lothrop, Lee, and Shepard, 1973. $4.95 Gr. K-5.

* What Can She Be? A Musician, Gloria and Esther Goldreich. West Caldwell, N.J.: Lothrop, Lee, and Shepard, 1975. $4.95 Gr. K-5.

* What Can She Be? A Newscaster, Gloria and Esther Goldreich. West Caldwell, N.J.: Lothrop, Lee, and Shepard, 1973. $4.95 Gr. K-5.

* What Can She Be? A Police Officer, Gloria and Esther Goldreich. West Caldwell, N.J.: Lothrop, Lee, and Shepard, 1972. $4.95 Gr. K-5.

* What Can She Be? A Veterinarian, Gloria and Esther Goldreich. West Caldwell, N.J.: Lothrop, Lee, and Shepard, 1972. $4.95 Gr. K-5.

+* What Mary Jo Shared, Janice May Udry. New York: Scholastic Book Services, $.85 Gr. 2.

Mary Jo is a young girl who has an original item for class show and tell:her father.

* William's Doll, Charlotte Zolotov. New York: Harper & Row, 1972. 32 pp. $4.95 Gr. PS-2

William's grandmother is the only person who understands William's desire to have a doll. She points out to William's father that a doll will prepare William to be a caring father.

+* Wilma and the Water Pistol That Wouldn't Shoot Straight,Nancy Roth Bjorkman. New York: Golden Press, 1976. Gr. 2-3.

Wilma's water pistol will not shoot straight like those of the other kids on the Side Street Shooting Gang. A friend helps her to see that she can do wonderful tricks with her pistol. She becomes champ of the range. This book has good multi -racial illustrations.

* Womenfolk and Fairy Tales, Rosemary Minard, Ed., Boston: Houghton Mifflin, 1975. $5.95.

This collection features fairytales that are not sexist.

+* Yolanda's Hike/ La Aventura de Yolanda, Tomas Rodriquez Gaspar. Stanford: New Seed Press, 1974. 23 pp. $1.25 Gr. 3.

Yolanda leads a group of friends on a hiking expedition. They reach Mt. Treetop where a whole new world has opened up for them.

* Zeek's Silver Moon, Amy Ehrlick. New York: Dial Press, 1972. $1.75. Gr. 3.

A tender relationship between a father and son is shown in this beautifully illustrated book.

Mail Orders to:

The Feminist Press
Box 344
Old Westbury , N.Y.,11568.

Lollipop Power, Inc.
P.O. Box 1171
Chapel Hill, N.C., 27514.

New Seed Press
P.O. Box 3016
Stanford, Ca., 94305.

Joyful World Press
468 Belvedere Rd.
San Francisco, Ca., 94117

RECORDS

1. "Free To Be. . . You and Me," Marlo Thomas. 1-3. Artista Artista Records: AL 40003. This record accompanies the catalogue of the same title. Included is a twelve-page illustrated lyric booklet.

   Artista Records
   1776 Broadway
   N.Y., N.Y., 10019

2. "Hurray for Captain Jane," Caedmon Records. K-3. Tammy Grimes reads stories from many non-sexist books, including Martin's Father and Jellybeans for Breakfast.

   Caedmon Records
   505 Eighth Ave.
   N.Y., N.Y., 10018

3. "Julie of the Wolves," Jean Craighead Georges. Read by Irene Worth. Caedmon Records: TC 1534. Grade 3.
   Julie is a little Eskimo girl who survives the Alaskan tundra by befriending a pack of wolves. Based on the story by Jean Craighead Georges.

4. "The Point," Nilson. RCA Records, LSPX-1003. A wonderful story about a little boy banished to the forest because he does not conform.

5. "Really Rosie," Carole King. Ode Records, SP 77027. This recording of the original television program written by Maurice Sendak.

   Ode Records, a division of
   A & M Records
   P.O. Box 787
   Beverly Hills, Ca., 90213

6. "'Sing a Rainbow' and other Children's Songs," Ginni Clemens. Folkways Records, FC7637

   Folkways Records
   17 W. 60th Street
   N.Y., N.Y.

7. "Thimble Summer," Elizabeth Euright. Newbury Award Record Records. When a mischevious little girl named Garnet stumbles upon a silver thimble, everything magically transforms for her

family on the farm. The record jacket provides suggestions for study, follow-up activities, and vocabulary helps.

Newbury Award Records, a division of
Miller-Brody Productions, Inc.
N.Y., N.Y., 10017

8. "We All Have a Song," Ginni Clemens. Folkways Records, FC7576- These activity and bed-time songs incluce "Best Friend" (The Unicorn Song).

FILMS

1. The Fable of He and She, Grades K-12. Color, 11 min. 1974, animated with clay, sale $165; rental $15.
This fable challenges sex-role stereotypes. New ways of dividing labor are based on personal need rather than gender.

Learning Corporation of America
711 Fifth Avenue
N.Y., N.Y., 10022

2. Five Families.
This film is an unusually sensitive portrayal of families from diverse ethnic backgrounds.

Scholastic Early Childhood Center
904 Sylvan Ave.
Englewood Cliffs, N.J., 17632

3. Free to Be You and Me, Grades K-6, color, 42 min. Available in its entirety, $660, or separately in its three parts:
Part I, 16 min., $240,
Part II, 14 min., $210,
Part III, 17 min., $255.

This is the film version of the television special. Part I is entitled "Friendship and Cooperation"; part II is "Expectations"; and part III is "Independence".

4. People Who Work, K-2. 10 color/sound filmstrips.

Scholastic "Beginning Concepts" Series, Nos. 3&4.
Scholastic Early Childhood Center
904 Sylvan Ave.
Englewood Cliffs, N.J., 17632

+ 5. Sunday Lark, K-3. Black and white, 12 min. Sale, $155; Rental $12.
A six-year-old Chinese hirl sneaks into an office, plays with the office equipment and escapes in the nick of time. This is an excellent adventure film than children enjoy.

6. Young Women in Sport, K-12. color, 15½ min. Sale, $215; Rental, $17.

BFA Educational Media
P.O. Box 1795
211 Michigan Avenue
Santa Monica, Ca., 90406

This film portrays four young athletes discussing their self-images as athletes and women. They also discuss the benefits derived from sports participation.

ACTIVITY BOOKS

1. Do a Zoom Do!, Bernice Chester, Ed., Boston: Little, Brown, 1975. 118 pp. $3.95. Gr. 1-3.
Crafts and fun ideas for the viewers of "Zoom!"

2. Free To Be . . . You and Me, Marlo Thomas. New York: McGraw Hill, 1974. 140 pp. $5.95 Gr. 2-3.
Non-sexist peoms and songs for children.

3. The Zoom Catalogue, New York: Random House, 1972. 128 pp. $3.50 Gr. 1-3.
This book is modeled on the WGBH-TV PBS television program. It includes riddles, jokes, stories, games, puzzles , and more.

ANNOTATED BIBLIOGRAPHY OF NON-SEXIST RESOURCES FOR TEACHERS

1) And Jill Came Tumbling After: Sexism in American Education. Eds. Judith Stacey, Susan Bereaud, Joan Daniels. New York: Dell Publishing Co., Inc., 1974. Examines the psychological and sociological forces that perpetuate and advance sexism in schools. Includes articles for change.

2) A Bibliography of Multi-Cultural and Sex-Fair Resource Materials. Massachusetts Cepartment of Education, September 1976. Extensive bibliographies of non-sexist a-v aids; curricula materials; research; handbooks; periodicals.

3) Channeling Children: Sex Stereotyping on Prime Time TV. An analysis by WOMEN ON WORDS AND IMAGES. Written by Betty Miles. Princeton, N.J.: Women on Words and Images, 1975. Findings of a study examining sexism in prime time T.V. programs; suggestions to counteract the influences of such sexism on children.

4) Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Princeton, N.J.: Women on Words and Images, 1975 Edition. Findings of a study on sexism in children's readers; suggestions for change.

5) A Guide for the Evaluation of Instructional Materials Under Chapter 622. Massachusetts Department of Education. Bibliographies; evaluation sheets to identify sexism in instructional materials.

6) A Guide to Non-Sexist Children's Books. Compiled by Judith Adell and Hilary Dole Klein. Chicago: Academy Press Limited, 1976. Annotated bibliography of children's non-sexist trade books, pre-school-twelve.

7) Liberating Young Children from Sex Roles: Experiences in Day Care Centers, Play Groups, and Free Schools. Phyllis Taube Greenleaf. Somerville, Mass.: New England Free Press, 1972. Description of conscious and unconscious promotion by adults of sexism in children; teacher strategies for confronting and changing sexism in pre-school children.

8) Nonsexist Curriculat Materials for Elementary Schools. Ed. Laurie Olsen Johnson. New York: The Feminist Press, 1974. Non-sexist curriculum; consciousness changing activities for teachers and students; bibliographies.

9) Non-Sexist Education for Young Children: A Practical Guide. Barbara Sprung. New York: Citation Press, 1975. Non-sexist curriculum, materials; bibliographies.

10) Sex-Role Stereotypes Teacher's Guide. Sandy Daitch, Louise Lansberry, Linda Stern, Jean Williams. 49 Parker Street, Watertown, Mass. 02172, 1975. Non-sexist lesson plans and activities for the elementary school; articles and letters about sexism. Loan box of materials goes along. Available for rent: Children's Museum, Jamaicaway, Boston, Mass.

11) Sexism in Education. The Emma Willard Task Force on Education. Box No. 14229, Minneapolis, Minnesota. Articles on sexism in schools; activities for the classroom to identify and counteract sexism; extensive bibliography.

12) Sexism in School and Society. Nancy Frazier and Myra Sadker. New York: Harper and Row, Publishers, 1973. Sixism in our society and its effects on elementary, secondary, and college education; suggestions for change to teachers; heavily footnoted.

13) Unlearning the Lie: Sexism in School. Barbara Grizzuti Harrison. New York: William Morrow & Company, Inc., 1974. Personal struggle of a group of women to bring about non-sexist education in their children's school. Model for others.